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ABSTRACT

The necessity for program modification to meet existing local needs and the current thrust toward competency-based instruction led to this curriculum development project. The intent of the project was to determine the feasibility of incorporating educational innovations within the Business Education Student Teaching Program in order to begin to solve instructional and evaluative problems. Results of the project include the following: (a) a professional semester suited to unique local conditions, (b) development of procedures and evaluative criteria in the use of microteaching techniques and video processes for evaluating student teaching performances, with special emphasis on competency-based teaching behaviors, and (c) creation of two observation rating forms for use in microteaching sessions and two observation rating forms for competency-based teaching/learning behaviors, which facilitate evaluation of knowledge and performance competencies that are applicable to all levels of education. The project resulted in recommendations for future development of procedures and resources on competency-based teacher training in the area of typewriter instruction. Of particular value would be the development of a bank of video tapes which would demonstrate effective teaching strategies on specific competencies in the teaching of typewriting.
(Author/JS)

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AN EXPERIMENTAL PROJECT TO DEVELOP EVALUATION CRITERIA FOR COMPETENCY-BASED INSTRUCTION THROUGH VIDEO RECORDING AND MICRO-TEACHING TECHNIQUES WITHIN THE STUDENT TEACHING EXPERIENCE IN BUSINESS EDUCATION WITH SPECIAL EMPHASIS IN TYPEWRITING.

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Project Number 30-5013

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FORWARD

Ever increasing concern for developing effective programs for teacher education has been expressed repeatedly for its need in vocational teacher education. In response to this need Bloomsburg State College has been developing and implementing a Professional Semester in Business Teacher Education. The implementation and initial transitional phase will be achieved by Professor Jack L. Meiss during the Fall, 1974, semester in the Allentown/Bethlehem Student Teaching Area for Business Students. In the Methods and Problems Seminars in this program, he will be utilizing video recording and micro-teaching techniques with his student teachers for their individualized instruction and self-evaluation. Little research in Business Education has been done in this area--hence the need.

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by
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INTRODUCTION

Supervised student teaching is widely recognized as one of the most important facets in the process of teacher education. Present practices of pre-professional education have undergone severe criticism from outsiders and insiders of the profession. On the one hand, Conant[1] in 1963, criticized sharply the education of the American teacher; and, on the other hand, LaGrone[2] has proposed many revisions in present practices of teacher education. From a review of the literature on the problem, one gets the following impression, as summed up by Borg[3], that teacher education programs, both pre-service and in-service, are

> ...not as effective in providing teachers with the knowledge and insight needed to understand the learner and the teaching-learning act. With regard to building the specific skills and behavior patterns the teacher needs to efficiently structure a variety of teaching-learning situations within the classroom, it is suggested that most current programs do virtually nothing.

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[1]Conant, J. B. The Education of American Teachers. New York: McGraw-Hill, 1963.

[2]LaGrone, Herbert A Proposal for the Revision of the Pre-Service Professional Components of a Program of Teacher Education. Washington, D.C.: The American Association of Colleges for Teacher Education, 1964.

[3]Borg, W. R. "The Minicourse: Rationale and Uses in the In-Service Education of Teachers." (Unpublished paper presented at the 1968 A.E.R.A. Convention)

Existing techniques and procedures of student teaching required by the profession and by institutions preparing teachers should not be considered as an "optimum" arrived at by research. On one hand, it is realized that student teacher activities should be increased in scope and depth. On the other hand, weaknesses of existing practices in student teaching are due to lack of understanding and agreement regarding the nature of classroom learning, teaching, and the supervisory process. "Thus, much remains to be accomplished . . . in establishing definitions of goals in teaching and in assessing the degree to which these goals are promoted through supervision."[4] The same is true with other procedures of student teaching practice.

It is apparent that the move of the entire state toward competency-based instruction, the priority of the College in developing the Professional Semester, and the Department of Education priority for developing flexible, competency-based teacher education programs (Priority #5) all come together in this project.

Utilization of micro-teaching and video recording innovations are possible means of providing a start toward solving the problems facing competency-based teacher education. The format to be utilized in the business education student teaching program at Bloomsburg State College will be tentatively formulated this summer with primary objectives for testing and measuring the effectiveness of various teaching techniques. In the development of specific teaching skills in all areas of business education, there will be special emphasis in the typewriting skills area.

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[4]Schueler, H. and Lesser, G. S. Teacher Education and the New Media, Washington, D.C., American Association of Colleges for Teacher Education, 1967, p. 85.

PROJECT PROCEDURES

This project was initially started with preliminary review of empirical data during the Summer of 1974; and the program will be initially operationalized during the 1974-1975 Academic Year.

The participants in the project include the college supervisor of student teaching; the members of the business education student teaching program, and cooperating teachers within the respective departmental staffs of the high schools.

Preliminary research, and initial identification of procedures and criteria will be accomplished during the project period of July 1, 1974, through August 31, 1974. Operationalizing, testing, and evaluating these procedures and criteria will occur during the 1974-1975 regular academic year.

PROJECT PERSONNEL

Project Director: Assistant Professor Jack L. Meiss, Supervisor of Business Education Student Teachers in the Allentown/Bethlehem Area.

Cooperating teachers of the respective area high schools in the Allentown/Bethlehem Area.

Tentatively assigned student teachers for the Fall Semester of 1974-1975 to the Allentown/Bethlehem Area.

PROJECT EVALUATION

The developed listing of procedures and evaluative criteria in the use of micro-teaching and video recordings for evaluating student teaching performance with special emphasis on development of specific competencies as required in business vocational education will be tested out during the

Fall and Spring Semesters of 1974-1975, by the student teachers participating in the Professional Semester in the Allentown/Bethlehem student teaching area of Bloomsburg State College.

THE PROFESSIONAL SEMESTER

Current practices are being tested and new ideas are being tried at Bloomsburg State College in the training of business education teachers for the secondary schools of the Commonwealth of Pennsylvania. With supervisory and administrative concurrence, the recent development of a Professional Semester in the student teaching program is in answer to what is an obvious felt need.

The Professional Semester for student teachers has several basic purposes. First, it is designed to bring methods of instruction (including theory) into as close a relationship as possible with student teaching. Second, the semester includes instruction and practice in other skills needed by today's business education teacher through the use of video processes for evaluation of teaching performances; micro-teaching techniques; and competency-based educational learning for improved teaching.

The innovative practices currently being undertaken include special seminars in the various subject matter areas conducted by the college supervisor, cooperating teachers, and leading business educators. Also included are instructional sessions on design and preparation of instructional media and teacher workshops organized around new concepts in an entire semester block during which methods instruction is integrated with actual practice teaching.

The undertaking of this project is indicative of Bloomsburg State College's recognition of its responsibility for leadership in its continual search for more effective and efficient educational practices. The preliminary review of empirical data in this research reveals "the need for, and movement toward some type of Professional Semester, . . . probably the best recent example is the report of the 1968 Baltimore Conference which was sponsored by the U. S. Office of Education."[5]

PROGRAM OUTLINE

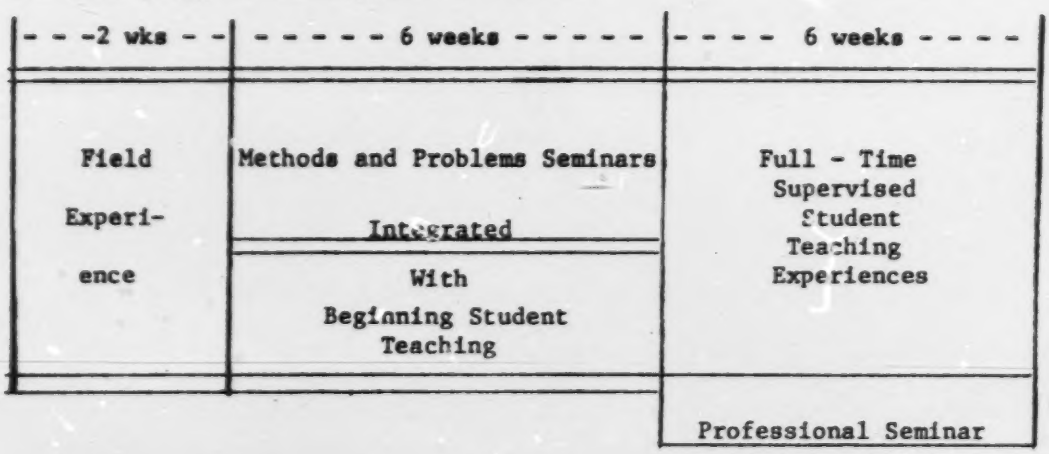
In the Allentown/Bethlehem student teaching area, the proposed Professional Semester will consist of three major kinds of activities:

A. A two-week field experience to observe various aspects of the overall operation of a school system;

B. A six-week period of seminar work correlated with limited classroom teaching and activities; and

C. A six-week period of full-time supervised student teaching.

Additionally, during the six-week period of full-time student teaching, a Professional Seminar will convene once or twice each week to serve as an in-service, problem-oriented forum. Illustrated graphically, the professional semester program would appear as follows:


- - -2 wks - -
- - - - - 6 weeks - - - - -
- - - - 6 weeks - - - -
Field Experience
Methods and Problems Seminars Integrated With Beginning Student Teaching
Full - Time Supervised Student Teaching Experiences
Professional Seminar

[5]Roy A. Edelfelt, Ed., Innovative Programs in Student Teaching, Maryland State Department of Education, Baltimore, Md., 1969, 149pp.

The two-week field experience will be carefully coordinated by the College. Student teachers will receive thorough orientation from College personnel prior to reporting to the public schools. At the outset of the program, they report to the particular schools in which they will do their student teaching. Considerable flexibility is anticipated during this two-week period so that students will be able to achieve a reasonable overall familiarization with the operational setting and the academic environment of the school system.

Following the initial two-week field experience, the second phase of the Professional Semester program will consist of seminar meetings in the afternoons followed by actual beginning student teaching experiences the following morning. Classes will be held in available facilities in one of the centrally located schools in the Bethlehem area.

By this plan, techniques presented and demonstrated in the afternoon seminars could be tested in the actual classroom setting the very next morning; conversely, problems encountered in the actual student teaching situation could be brought before the class that afternoon for wide discussion and for possible suggested solutions prior to the meeting of the student teacher's class again the next morning.

Beginning student teaching activities will be vigorously pursued--such as the observing of different teaching techniques; supervising examinations; monitoring classroom, hallway, cafeteria, and assembly conduct; as well as student counselling and advisement. The student teacher will begin teaching first one class during the first six-week period, and then two different classes and subjects during the last six-week period. The main emphasis during this first six-week period is on the close integration

of seminar learnings with actual teaching experiences. Approximately 60 hours of actual time spent in classroom teaching will be realized during this second phase of the program.

The final phase of our Professional Semester program will consist of six-weeks of full-time supervised teaching experience in the particular high school to which the student teacher has been assigned. Acutal time spent in classroom teaching will equal 120 hours with 120 additional hours spent in observation, planning, conferences, and co-curricular activities.

Additionally, during this full-time student teaching experience, seminars will be convened once or twice each week as deemed necessary. This meeting would serve as a forum and focus for problems arising within the student-teaching experience. In addition, the broader aspects of education as a profession will be brought to light through the discussion of current issues concerning teachers in the schools, in the various communities, and in the world at large.

The various elements within the seminar course conducted throughout the Professional Semester will include methodology, workshop planning sessions, and instructional media preparation.[6] Also included will be teaching evaluations through video processes, micro-teaching techniques, and familiarization and identification of learning objectives of a competency-based educational system.

Special methods instruction is a complex and often difficult area of teacher education. Special methodology will be afforded in all of the major subject matter areas. Method instruction will be primarily concentrated during the early portion of the semester. It is felt that methods

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[6]Proposal For A Professional Semester In Business Education, Bloomsburg State College; Bloomsburg, Pennsylvania; April 20, 1971.

taught within the school setting while students are involved in observation and student teaching itself is a distinct advantage. Classroom discussions can often be based on real experiences of the student rather than on some hoped for experiences when they depart from the campus to student teach. Individual seminar assignments can be made in terms of what they are actually called upon to do and flexibility of procedures controls carefully the relationship between the theory and practice of method within the specialized major sequence of study of each student teacher.

THE MICRO-TEACHING PROGRAM THROUGH THE USE OF VIDEO PROCESSES

Teacher evaluation is one of the most controversial issues in education. While there is no one answer to the questions of what good teaching is and who should evaluate teaching behavior, most educators agree, they must judge their own effectiveness.[7] One of the most difficult problems in measuring the effectiveness of our procedures and devices in teacher education arises from the absence of objective and valid instruments for evaluating teaching performance and growth. An important aspect of this project is not to develop an instrument which would hopefully yield objective measures of teaching performance but rather, because of the great dissatisfaction with existing evaluative procedures that are invariable highly subjective, to examine the problem as it exists in the evaluation of student teachers via video processes and micro-teaching techniques which will lead to more effective means of providing for professional growth.

There is considerable emphasis placed on evaluation of the students' progress during the period of student teaching. To date, most of the

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[7]Bedics, Richard A. and Webb, Jeaninne N. MEASURING THE SELF-EVALUATION OF TEACHING BEHAVIOR, College of Education, University of Alabama, p. 1.

evaluation has been conducted by the cooperating teacher and the college supervisor.

When the cooperating teacher or the college supervisor observes the lesson, notes on critical incidents are taken. The notes and the general recollection of incidents and over-all impressions provide the basis for the cooperating teacher's and supervisor's analysis and interaction with the student teacher. It is safe to assume that here again, emotional attitude, personal bias, perceptual distortion, attention limitations, and degree of sensitivity influence general impressions and even note-taking. Moreover, memory lapses function also here, and distort the picture. These factors have led in the past to differences in recollections and in the perception of situations, and to overt or covert resistance upon the student teacher to accept the supervisor's evaluation and suggestions.[8]

In order for the student teacher to effectively improve upon his teaching behaviors, he must be able to look at his behavior as objectively and critically as possible. If video processes and observational criteria were properly utilized in the student teaching program, skills in self-evaluation and general appraisal may be more readily taught and eventually used throughout his teaching career.

Today, by video-tape recordings, we can see ourselves as others see us. In the improvement of instruction, this advantage can be coupled very well with some of the promising developments in educational research such as micro-teaching and teacher competency. When this is done, there is good reason to believe that better teaching will result regardless of whether the

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[8]Perlberg, A. The Use of Portable V-7 Recorder and Micro-teaching Techniques to Improve Instruction in Vocational-Teaching Programs in Illinois, March 1968.

combination is used by prospective teachers or by those who are already in the profession.

The potential of using portable video tape equipment to record and evaluate the work of student teachers who were employing micro-teaching techniques in the schools to which they were assigned led to the need for this project.

The major purposes of this project were to explore the use of video tape recordings by the student teacher and appraisal by the cooperating teacher and college supervisor in reviewing the presentations made by the student teacher. Eventually, when video equipment is made available, attempts will be made to develop a collection of video tape recordings for use in methods classes that will place an emphasis on competency-based learning systems.

The concept of micro-teaching and use of video processes, probably qualifies as two of the most provocative developments in teacher education, both pre-service and in-service, of the last eight years. Everyone, it seems, is either conducting micro-teaching sessions or preparing to initiate them. An increasing number of institutions have been using video processes as feedback mechanisms for self-evaluation and for evaluation by college supervisors.[9]

This project describes the seminar procedures which will provide for at least two micro-teaching experiences for every student teacher in the student teaching program assigned to the Bethlehem area.

The term "micro-teaching" refers to a scaled-down teaching experience. It is reduced in the length of the lesson which varies from five to twenty

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[9]Ibid., p. 3.

minutes duration. Class size is limited typically to three to six students. Micro-teaching was developed by Dwight Allen[10] at the Stanford University Teacher Education Program. The term "micro-teaching" in this project refers to a scaled down teaching act involving the use of a video tape recorder. It should be noted that micro-teaching may be accomplished and is within limitation, at Bloomsburg State College, without video tape recorders in the Curriculum and Instruction course.

Micro-teaching is defined as the creation of a miniature teaching situation under controlled conditions. All of the elements of the teaching act are present. The uniqueness of micro teaching consists of two elements: (1) the ease with which the teaching situation can be controlled and manipulated, and (2) the availability of immediate feedback for the student teacher, provided both through the recording and playback of the instructional sequence using a video tape recorder and through the critical comments of peers and the evaluator (college supervisor/cooperating teacher).

Scheduled seminars during the second six-weeks of the Professional Semester provide the following structure for micro-teaching sessions. The suggested format was revised from report of unpublished paper read at Department of Audiovisual Instruction National Convention; Houston, Texas; March 25, 1968, entitled Description of a Large-Scale Micro-Teaching Program by Webb, Baird, Belt and Holder of Brigham Young University.[11]

> Within a period of 10-15 minutes, the student teacher will teach a single concept within his major subject matter area, and evaluate whether or not it has been learned.

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[10]Allen, D. W. "A New Design for Teacher Education: the Teacher Intern Program of Stanford University," Journal of Teacher Education, Vol. XVII No. 3, 1966, pp. 296-300.

[11]Webb, Baird, Belt, and Holder Description of a Large-Scale Micro-Teaching Program, Audiovisual Instruction National Convention; Houston, Texas; March 25, 1968.

An evaluation of the micro-teaching will be made in terms of: the desirability and effectiveness of the materials selected; learning sequence; pupil involvement; concept development on level of comprehension; on the voice, poise and mannerisms of the teacher; and awareness of students needs.

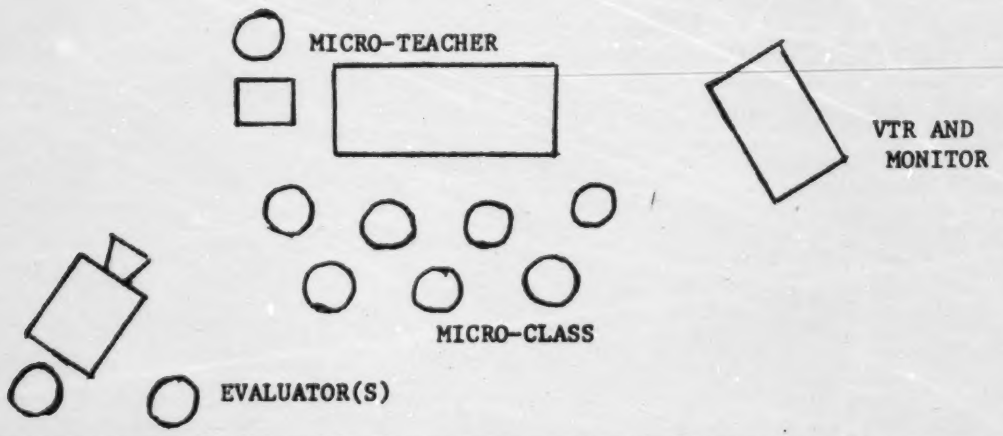
The student teacher will write a summary of the suggestions made for improvement, and identify those steps he would take to implement them.

The Micro-Teaching Evaluation Form A and the Demonstrating A Manipulative Skill Form B will need to be tested and revised on a continuing basis. See pages 15 and 16 respectively.

SEMINAR MICRO-TEACHING SESSION

In the micro-teaching sessions a physical arrangement is used similar to that illustrated by the following diagram. This arrangement can be varied depending on available physical facilities.

CLASSROOM PHYSICAL ARRANGEMENT



The student teacher is prepared to teach a single concept (or psychomotor act) within 10-15 minutes. The teaching act is intended to be a self-contained lesson and not simply the first six to eight minutes of a longer lesson. In the studio with the student teacher and the micro-class is the micro-teaching evaluator who may be the college supervisor or

the cooperating teacher(s). The evaluator also acts as the equipment operator.

As the micro-teacher presents his lesson, his performance is recorded on video tape. The evaluator observes critically the trainee's teaching effort and notes suggestions for improvement and commendations on appropriate evaluation forms. At the conclusion of the lesson, the video tape is rewound and the members of the micro-class are given the same teaching evaluation form used by the evaluator. To begin the evaluation the supervisor-evaluator and the students discuss in a general way, usually positive, the student's performance. The supervisor may make suggestions about what to look for during the video tape playback. As the video tape is replayed, the micro-teacher, micro-class members, and evaluator review the teaching act and comment freely. If desired, a particular segment may be replayed, and also a "stop action" process may be used.

Recommendations are often made first by the micro-teacher himself. Some micro-teaching applications are able to accommodate reteaching if deemed necessary by the entire group. Note: The initial session may occasionally represent teaching behavior distorted somewhat by the micro teacher's anxiety. Sometimes it is evident that the supervisor will need to emphasize positive characteristics during the playback session to offset somewhat the student teacher's negative perception of his first performance. The anxiety and the "cosmetic effects" produced by the camera is quite similar to that produced during the first few days of teaching by an actual classroom full of students, but without risk. Typically, however, these problems are of minor importance.

EQUIPMENT AND FACILITIES

A SONY Portable Videocorder, Model AV-3400, with monitor is the equipment which is at the heart of this curriculum development project. It is the use of this new device as an instructional medium that constitutes the main purpose of the project and full implementation of suggested procedures and evaluative criteria will be prohibitive until equipment is available for use.

Classrooms, seminar and conference rooms, T.V. recording studio, and equipment in the Learning Materials Center at the Freedom High School, Bethlehem School District, have been made available for use by the Bloomsburg State College student teaching program.

BLOOMSBURG STATE COLLEGE
MICRO-TEACHING EVALUATION FORM A

Date _____

Evaluator _____

Micro-Teacher _____

EVALUATOR: Use number code as indicated to rate micro-teacher.

1-Excellent 2-Good 3-Average 4-Poor 5-Unsatisfactory

		UNOBSERVABLE					
1.	CONTENT: Desirability and effectiveness of selected materials in relation to pupils' present and future needs, and to their past and future learning. Utilization of media; ie., visuals, display, recordings. Comment:	☐	1	2	3	4	5
2.	PLANNING AND PREPARATION: Identified behavioral objectives and provided proper introductory comments or activities. Arranged procedures in logical sequence (for selected teaching method) to fulfill lesson objectives. Used examples, illustrations in presentation. Comment:	☐	1	2	3	4	5
3.	PUPIL INVOLVEMENT: Provides opportunities for pupil participation in ways to help them learn--exercise pupil judgment, ask questions, and encourages decision making. Comment:	☐	1	2	3	4	5
4.	CONCEPT DEVELOPMENT: Provides a conceptual learning task on level of student comprehension identifiable with stated behavioral objectives in lesson. Comment:	☐	1	2	3	4	5
5.	PERSONAL MANNER AND BEARING: Exhibited enthusiasm, confidence, self-assurance, sustained eye contact, and meets unanticipated events calmly. Comment:	☐	1	2	3	4	5
6.	EVALUATION OF SPECIAL NEEDS: Assesses pupil learning in terms of observed behavior. Comment:	☐	1	2	3	4	5

BLOOMSBURG STATE COLLEGE
DEMONSTRATING A MANIPULATIVE SKILL
MICRO-TEACHING CRITIQUE FORM B

Date _____

Evaluator _____

Micro-Teacher _____

EVALUATOR: Use number code as indicated to rate micro-teacher.

1-Excellent 2-Good 3-Average 4-Poor 5-Unsatisfactory

	UNOBSERVABLE					
1. CONTENT: Desirability and effectiveness of selected materials and demonstration equipment prepared for use. Comment:	☐	1	2	3	4	5
2. PLANNING AND PREPARATION: Planned skill or operation in a logical sequence. Identified each step of demonstration procedure. Comment:	☐	1	2	3	4	5
3. PUPIL INVOLVEMENT: Provided for pupil questioning and recognized need for repetition of required manipulation or procedures. Comment:	☐	1	2	3	4	5
4. CONCEPT DEVELOPMENT: Identified what manipulation was to be performed, how and why it was performed, and then performed it. Comment:	☐	1	2	3	4	5
5. PERSONAL MANNER AND BEARING: Properly positioned himself for maximum pupil observation; sustained eye contact by speaking directly to students. Performed skill with ease. Comment:	☐	1	2	3	4	5
6. EVALUATION OF PUPIL LEARNING: Assessed skill learning in terms of observed pupil performance behaviors. Comment:	☐	1	2	3	4	5

COMPETENCY-BASED TEACHER EVALUATION

Since 1972, the Department of Education of the Commonwealth of Pennsylvania has been involved in a long-range plan to assist colleges and universities in the Commonwealth to develop competency-based teacher education programs. An integral aspect of this development is to determine how student teachers can gain competencies and then how to deliver them in full-time teaching. Of extreme concern is the assessment of student teacher competency and recognizing that competency-based certification cannot be achieved through transcripts alone. The move of the entire state toward competency-based instruction has established a priority at the Bloomsburg State College in the development of the Professional Semester in Business Education, and is of particular relevance in the stated objectives of this project for recognizing required changes of teaching behaviors and necessary competencies for effective teaching. However, any competency statement as listed in this study are intentionally without criterion specification. The competencies, as worded, serve only as a description of the competencies which a given student teacher may exhibit or be trained to exhibit in any given discipline.

It should also be noted that student teaching programs will vary in terms of the particular competencies it chooses as descriptive of its product. Once selected, they should be operationalized by performance specifications and the criteria by which they will be evaluated.

Generally, competency based teacher education is learning in which teaching goals or outcomes can be expressed in terms of performance objectives or competencies. These objectives specify definable, observable, and measurable behaviors that are cognitive in nature and clearly specifies

what the student teacher is to be able to do at the end of a student teaching program. The learner is aware of what achievements are expected of him and how they will be measured. In competency-based teacher training, the student will begin with an identification of teacher performance objectives, implement them into his teaching experiences by a systems approach and completes his program of training with an achieved mastery of appropriate behaviors.

For the purpose of devising competency-based learning instruments in this project study, two ongoing observation forms are originated that include five generic competency blocks that are applicable to all levels of teacher training, and a competency listing considered representative of effective instruction. It must be noted that the lists of competencies are not, by any means, conclusive. They are a selection of revised knowledge and performance competencies[12] the writer feels are most pertinent to the Business Education student teaching program at Bloomsburg State College. See Generic Teaching Competencies Observation Form C, pages 19-24.

The teaching effectiveness of a student teacher should best be based on identifiable competencies that are usually considered representative of effective classroom instruction. Student Teaching evaluation should involve an ongoing performance rating through observational techniques that may be utilized, not only at his initial teaching experience, but in his final week of student teaching as well. Thus, the student teacher would be aware of those competencies he will be required to demonstrate and develop throughout the program. See Classroom Instruction Teaching Competencies Observation Form D, pages 25-27.

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[12]A CATALOG OF TEACHER COMPETENCIES, A Working Document for Critique Purposes Only (not for publication), Florida State University, November, 1971.

BLOOMSBURG STATE COLLEGE
GENERIC TEACHING COMPETENCIES FORM C

Student Teacher _____

Cooperating Teacher _____

College Supervisor _____

Date _____

Use the following symbols to rate the student teacher on each of the competencies.*

F - Competency fully developed.

N - Competency needs further development but not a weakness.

P - Competency only partially developed; needs more developmental experiences in this area.

L - Competency definitely lacking; a serious deficiency, the student teacher needs more specific help in this area.

O - Competency not observed.

I. TEACHER PLANNING AND PREPARATION:

		COMMENTS
1.	Experiments with various teaching techniques.	
2.	Designs procedures to identify students who achieved given objectives.	
3.	Specifies objectives and procedures for self-evaluation of teaching.	
4.	Measures cognitive behavior by specific observational techniques.	
5.	Monitors individual progress on assignments.	
6.	Anticipates possible student reactions.	
7.	Incorporates student data obtained during instruction for the future..	
8.	Makes decisions about instruction for students on basis of test.	
9.	Writes behavioral objectives for several content areas.	
10.	Identifies the prerequisites for a given learning objective.	
11.	Selects specific objectives appropriate to given general goals.	

COMMENTS

12. Organizes objectives into teaching sequence, give rationale for order.
13. Plans learning experiences around present pupil needs and interests.
14. Prescribes learning activities on basis of evaluation results.
15. Develops multi-media learning activities to achieve objectives.
16. Prescribes procedures for self-improvement based on his own teaching.
17. Devises system of keeping record of the progress of each pupil.
18. Devises demonstrations to answer questions using simple materials.
19. Designs efficient procedures for handling routines in classroom.
20. Plans for a variety of anticipated student reactions.
21. Designs lessons for introduction of a concept.
22. Designs lesson for teaching chain of specific responses.
23. Designs lesson teaching students to clarify a procedure of operation.
24. Identifies differences in teaching method for each type of learning.
25. Designs lessons to meet specified course objectives.
26. Relates subject matter to interests, needs, and abilities of learners.
27. Plans lesson for developing responsive learning environment.
28. Designs procedures to develop problem-solving and decision skills.
29. Structures physical environment for maximum concentration.
30. Budgets class time effectively.
31. Uses multi-media approaches for effective instruction.
32. Establishes procedural routines for order and efficiency.
33. Adjusts situation advantageously when unexpected occurs.
34. Provides relevant examples illustrating given content.

COMMENTS

35. Manages transitions and movement within the classroom.
36. Provides structure and explanation enough to prevent confusion.
37. Resolves discipline problems within framework of school policy.
38. Structures situation for students to take on thinking responsibility.
39. Directs role playing as a communication vehicle in learning.
40. Controls the interactive factors for small-group learning.
41. Uses techniques for formal and informal lecture.
42. Establishes frames of reference in presentations.
43. Provides appropriate verbal and non-verbal cues in lecture.
44. Employs planned repetition and emphasis in lecture.
45. Utilizes illustrations and examples in lecture.
46. Employs tne major strategies used within his area of specialty.

II. TEACHER PERFORMANCE:

1. Uses variety of techniques to assess aspects of learning.
2. Evaluates student performance by criteria based on objectives.
3. Identifies behaviors to use as evidence of certain specific learnings.
4. Asks clarifying questions.
5. Solicits feedback on students involvement with activities.
6. Elicits student reactions as valid data for evaluation.
7. Diagnose knowledge, attitudes prior to instruction.
8. Assesses student learning problems.
9. Identifies students instructional needs on basis of errors.
10. Interprets student behavior causally.
11. Identifies motor abilities of students.
12. Determines student's readiness for achieving a given objective.

BLOOMSBURG STATE COLLEGE
GENERIC TEACHING COMPETENCIES FORM C

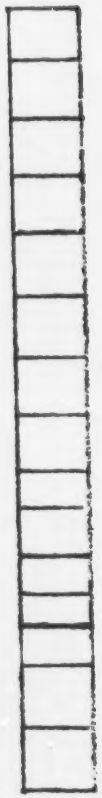
		COMMENTS
13.	Involves students in teacher-pupil planning.	
14.	Uses probing questions successfully.	
15.	Causes lesson learnings to be used by student in his personal life.	
16.	Organizes and manages the classroom efficiently.	
17.	Conducts lessons that result in student mastery of specific objective.	
18.	Causes student to perceive relevance of learning.	
19.	Establishes set successfully.	
20.	Causes student to feel free to seek knowledge, etc.	
21.	Helps students identify and work their problems.	
22.	Causes students to reflect on their own values.	
23.	Helps students learn to translate value questions.	
24.	Helps students learn to plan own long-range learning goals.	
25.	Conducts activities which open communication and receptivity.	
26.	Utilizes prior knowledge of student in discussion.	
27.	Conducts experiences in which all participate in discussion.	
28.	Instructs pupils in deficient skills, using diagnostic evaluations.	
29.	Uses positive and negative reinforcement.	
30.	Provides continuous feedback to students about their performance.	
31.	Teaches students to evaluate the results of their own work.	
32.	Provides directions for assignments.	
33.	Introduces and clarifies learning activities.	
34.	Helps students give better responses by use of probing behavior.	
35.	Gives directions understood by a majority of the students.	
36.	Communicates with students at appropriate language, interest level.	

BLOOMSBURG STATE COLLEGE
GENERIC TEACHING COMPETENCIES FORM C

COMMENTS

III. TEACHER EVALUATIVE RESOURCES AND MEDIA:

1. Designs achievement tests for a specific class and objectives.
2. Writes test items which adequately sample behavior in objectives.
3. Organizes appropriate set of program materials to achieve objectives.
4. Selects materials to support presentation of substantive content.
5. Uses instructional games appropriate to goals and conditions.
6. Arranges classroom into learning centers for appropriate sequencing.
7. Designs instructional packages which provides individualized learning.
8. Evaluates effectiveness of specific media for instruction.
9. Evaluates quality of materials for instruction.
10. Selects content suitable for achievement of given objectives.
11. Evaluates usefulness of given teacher-made test.
12. Determines the validity of his evaluation instruments.
13. Locates materials of all types for teaching a given topic.
14. Operates available audio-visual equipment needed for instruction.
15. Uses variety of media in course of teaching lesson or unit.



IV. TEACHER PERSONAL RELATIONSHIPS:

1. Provides critiquing and supervision to peers.
2. Works cooperatively with teachers on solution of pupil problems.

COMMENTS

3. Responds to others such that they feel secure to express themselves.
4. Facilitates peer team operation.
5. Identify and utilize as resources a variety of personnel.
6. Comprehends from another's point of view.

V. TEACHER SELF REFERENT:

1. Analyzes the effect of his own teaching behavior.
2. Solicits feedback from colleagues on pupils.
3. Collects data on own teaching behavior from video audio recordings.
4. Uses observation techniques for improvement on his own teaching.
5. Identifies elements of own teaching behavior that need improving.
6. Analyzes own behavior to know strengths and weaknesses.
7. Identifies his effect on others and cause of effect.
8. Analyzes own performance in lesson presentation.
9. Refines educational goals for professional growth.
10. Engages in activities for professional growth.
11. Uses effective attending behaviors with pupils or collegues.
12. Accepts critiquing and supervision from superiors and peers.
13. Adjusts to a variety of personalities.

BLOOMSBURG STATE COLLEGE
CLASSROOM INSTRUCTION TEACHING COMPETENCIES FORM D

Student Teacher _____

Cooperating Teacher _____

College Supervisor _____

Date _____

Use the following symbols to rate the student teacher on each of the competencies.*

F - Competency fully developed.

N - Competency needs further development but not a weakness.

P - Competency only partially developed; needs more developmental experiences in this area.

L - Competency definitely lacking; a serious deficiency, the student teacher needs more specific help in this area.

O - Competency not observed.

I. PLANNING AND PREPARATION:

COMMENTS

1. Specifies performance objectives and classroom procedures for student learning.
2. Identifies the prerequesites for a given learning objective and appropriates to general goals.
3. Arranges content via learning experiences around student abilities, needs, and interests.
4. Develops multi-media activities to achieve learning objectives.
5. Identifies specific teaching methods for each type of learning activity.
6. Provides relevant examples illustrating given content.
7. Provides activities that permit student self-progress.
8. Develops appropriate forms of reference.

II. CLASSROOM PERFORMANCE:

1. Uses effective beginning and closing of lesson.

COMMENTS

2. Utilizes a variety of techniques to assess aspect of student learning.
3. Asks clarifying questions and probing questions that solicits feedback on students involvement.
4. Assesses student learning problems.
5. Identifies motor abilities of students.
6. Causes lesson learnings to be used by student in personal life.
7. Conducts lessons that result in student learning of specific objectives.
8. Utilizes prior knowledge of students in discussion.
9. Instructs pupils in difficult skills and uses diagnostic evaluations.
10. Uses positive and negative reinforcement.
11. Provides directions for assignments.
12. Introduces and clarifies all learning activities.
13. Communicates with students at appropriate language and interest level.

III. EVALUATIVE RESOURCES:

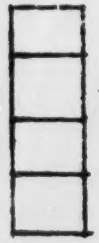
1. Designs achievement tests which adequately sample behavior learning in objectives.
2. Selects appropriate materials to support presentation of substantive content.
3. Uses instructional gains appropriate to goals and conditions.
4. Utilizes instructional packages which provides individualized learning.
5. Operates available audio-visual equipment needed for effective instruction.

IV. PERSONAL RELATIONSHIPS:

1. Works cooperatively on solution of student problems.

COMMENTS

2. Empathizes and respects feelings of students, peers, and faculty.
3. Expresses enthusiasm and optimism in dealing with students and collegues.
4. Observes accepted social amenities in and out of the classroom.
5. Is approachable, amiable, honest, and professional in all interpersonal relationships.



COMPETENCY-BASED INSTRUCTION IN TYPEWRITING

The research literature indicating the amount of time that can be saved in learning typing skills through the use of televised videotaped materials is undeniable in its implications for teacher education. Videotaped instructional materials with accompanying manuals have been made available during the last few years by several leading universities throughout the country. These materials are designed to be used by all educational television stations and are made available to these operations at no cost. The cost to other institutions of higher learning is often too exhorbitant to consider for use in instructional situations. Little or nothing has been done to develop videotape materials (for the exclusive use of methods instruction) that would be centered around the concept of competency-based learning in Business Education.

A major recommendation emanating from this project is that funds should be made available for the design and development of competency-based video instructional materials for exclusive use in student teaching programs. The ultimate outcome of such a project will consist of a bank of video tapes which demonstrate effective teaching strategies on specific behavioral competencies.

A set of competencies which may be considered in initiating a pilot study in competency-based business education for beginning typewriting was produced in a doctoral dissertation conducted by Margaret Hebert (Ed.D) at the University of Houston, Texas.[13] The availability of this document was

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[13]Hebert, Margaret, Ed.D., Doctoral Dissertation reported in "Summaries of 1973 Research Studies in Business Education," BUSINESS EDUCATION FORUM, Volume 29, No. 1., October, 1974.

not realized in time to incorporate its findings into this project, however, the apparent feasibility of it being utilized in the development of video-taped comptency instruction in typewriting has major implications.

SUMMARY

Increased concern for accountability and instructional effectiveness of the educational practices within the Business Education Student Teaching Program at Bloomsburg State College had resulted in 1972 a development of the Professional Semester in business teacher education. However, the necessity for program modification to meet existing local needs in the Allentown/Bethlehem Student Teaching Area, as well as the current thematic thrust toward competency-based instruction, has resulted in the undertaking of this curriculum development project to explore and determine the feasibility of incorporating educational innovations as possible means of providing a start toward solving the instructional and evaluative problems within the program.

The project resulted in a restructured and modified Professional Semester to accommodate the newly instituted 14-week, 15-credit student teaching semester and more efficiently facilitated existing conditions unique for the Allentown/Bethlehem Area.

The project developed and identified procedures and evaluative criteria in the use of micro-teaching techniques and video processes for evaluating student teaching performances with special emphasis on competency-based teaching behaviors.

The project also resulted in the formulation of two observation rating forms for use in micro-teaching sessions , as well as two observation

rating forms for competency-based teaching/learning behaviors. The latter instruments facilitate evaluation of knowledge and performance competencies that are applicable to all levels of education and a specific list of those competencies considered most representative of effective classroom instruction.

The project resulted in recommendations for future development of procedures and resources in competency-based teacher training in the area of typewriting instruction. Of particular value would be the development of a bank of video tapes which would demonstrate effective teaching strategies on specific behavioral competencies in the teaching of typewriting.

In reviewing the dozens of research reports to enrich this project, and the findings of research for the need of fashioning instructional procedures in business education, has encouraged the author to seriously consider undertaking his doctoral study in the area of competency-based teacher instruction via video processes in evaluating student teaching performance.

The procedures and evaluative criteria outlined in this project will be made available to all interested institutions through the School of Business, Bloomsburg State College with the approval of the Department of Education, Commonwealth of Pennsylvania.

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